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***‘Helping every person achieve things they never thought they could’***

**PERSON SPECIFICATION**

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| **Job Title** | **subject leader Geography** |

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| **KNOWLEDGE** | **ESSENTIAL** | **DESIRABLE** |
| Up to date knowledge of educational theory and practice |  |  |
| A good understanding of your subject curriculum and the national curriculum at KS2, KS3 and KS4 |  |  |
| A good understanding and knowledge of current exam board specifications |  |  |
| A good knowledge of effective and successful assessment strategies that support high quality feedback and allow the curriculum to be re-shaped |  |  |
| Ability to provide clear evaluation and strategies for improvement for the subject team |  |  |
| Proven experience of using change management strategies effectively and leading and managing staff, with the ability to motivate and inspire colleagues |  |  |
| Experience of preparing/developing a subject development plan and subject self-evaluation |  |  |
| A knowledge and experience of the effective use of data  |  |  |
| Experience of preparing and supporting staff through OfSTED inspections |  |  |
| Experience of exam board marking |  |  |
| Understanding of the DEEPs model and how ‘co-construction’ works |  |  |
| Experience and knowledge of carrying out management investigations/support plans/HR related meetings |  |  |

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| **QUALIFICATIONS** | **ESSENTIAL** | **DESIRABLE** |
| Teaching qualification together with Qualified Teacher Status (QTS) or equivalent |  |  |
| A good honours degree in the relevant subject |  |  |
| Evidence of involvement in relevant CPD |  |  |
| **SKILLS** | **ESSENTIAL** | **DESIRABLE** |
| Experience of leading or supporting leadership of a department or whole school project/impact initiative |  |  |
| Successful experience of teaching at all relevant key stages |  |  |
| Evidence of managing and leading a new initiative across a department or whole school |  |  |
| To be able to demonstrate high quality teaching |  |  |
| An exceptional classroom practitioner with a clear direction and vision for teaching and promoting their subject across the academy |  |  |
| To be able to develop intervention strategies that bring about rapid improvement |  |  |
| Able to work flexibly under pressure |  |  |
| Excellent verbal and written skills, with the ability to communicate effectively with all members of the Academy / Trust community | √ |  |
| Able to provide clear strategies for improvement following analysis, review of data and /or performance | √ |  |
| Resilience and determination | √ |  |
| Ability to identify, challenge and improve underperformance | √ |  |
| Ability to build and form good relationships with colleagues and other professionals |  |  |
| Ability to absorb a wide range of information and deal with confidential issues | √ |  |
| Ability to follow procedures, pay attention to detail and produce accurate work | √ |  |
| Ability to work flexibly to meet deadlines and respond to unplanned situations, managing demand and at times conflicting workloads | √ |  |
| Personal commitment to inclusion and diversity to ensure the maximum benefits for students and staff |  |  |
| Believe that every child, no matter who they are or where they come from can achieve great things |  |  |
| Evidence of involvement in transformational change within a department |  |  |
| Be able to deliver personalised CPD to colleagues and trainees |  |  |
| **Date Person Specification prepared/updated** | April 2024  |
| **Person Specification prepared by** | Mr D Mckeon |